DOCUMENT RESUME

ED 034 247 CG 004 655

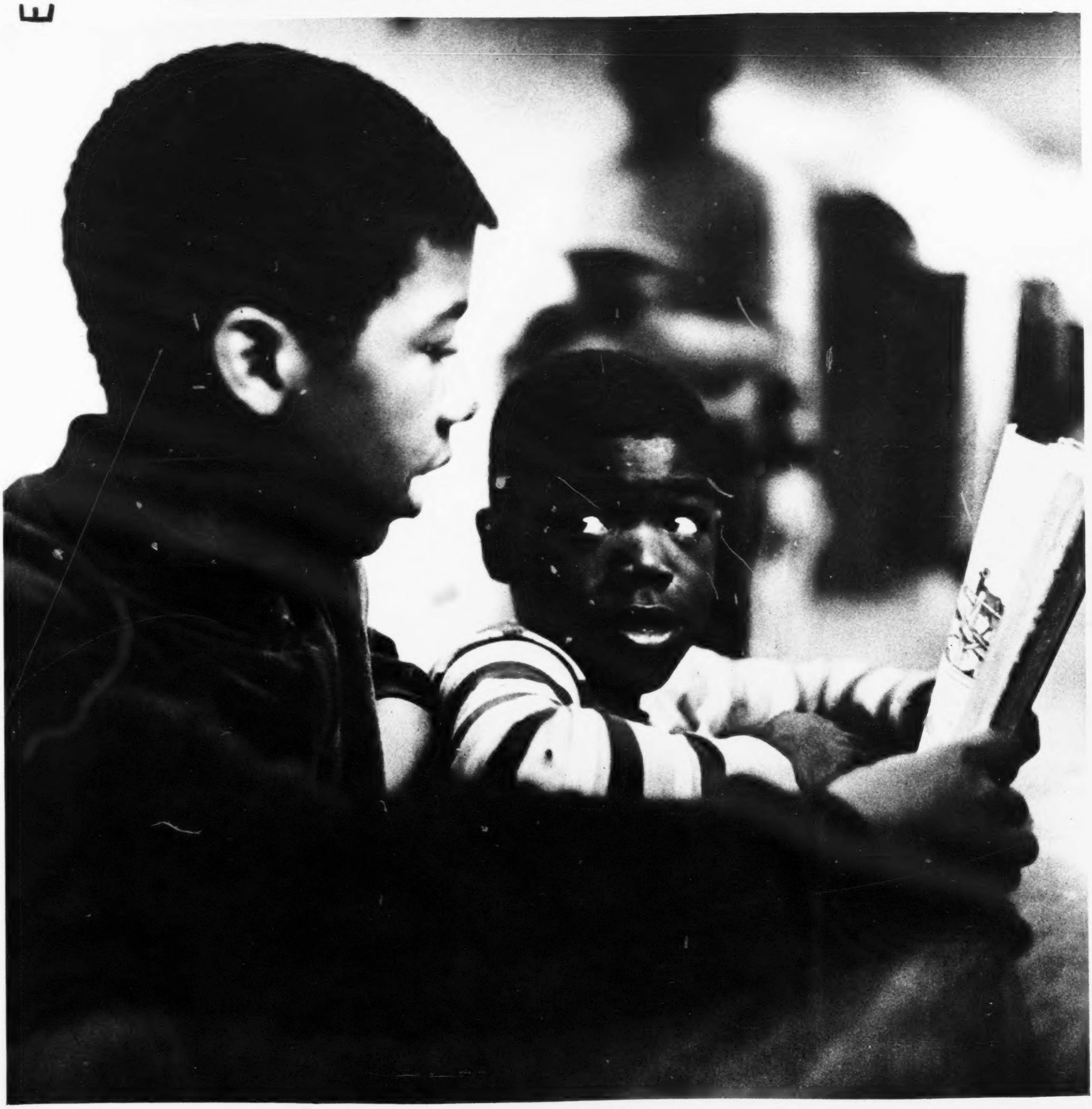
TITLE	Supervisor's Manual: Youth Tutoring Youth.
INSTITUTION	National Commission on Resources for Youth, Inc., New York, N.Y.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
PUB DATE	68
NOTE	77p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.95
DESCRIPTORS	*Community Involvement, *Disadvantaged Youth, Educationally Disadvantaged, Educational Programs, *Manuals, *Supervision, *Tutorial Programs, Tutoring

ABSTRACT

Youth Tutoring Youth is an after school (or summer) tutorial program in which 14 and 15 year old In-School Neighborhood Youth Corps enrollees earn money by helping younger children enjoy reading, writing and other skills of expression. The program involves community members as supervisors, aides, tutors and tutees. This manual is divided into two parts. The first part is concerned with the goals, organization, recruiting, data collection, funding, materials, training and testing, aspects of the program. These aspects are briefly described and form a basis for part two, which is comprised of resource chapters. Subjects covered are materials for tutoring, recruitment, role playing, workshops, remediation, testing, and commercial materials. Specific suggestions and materials are given for each of the above. (KJ)

ED034247

SUPERVISOR'S MANUAL



YOUTH TUTORING YOUTH

CG004655

ED034247

SUPERVISOR'S MANUAL

YOUTH TUTORING YOUTH

A manual prepared by:

National Commission on Resources for Youth, Inc.
36 West 44th Street
New York, New York 10036

As part of an In-School Neighborhood Youth Corps project funded by the Manpower Administration, U.S. Department of Labor, Contract No. 42-7-001-34

"PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL HAS BEEN GRANTED
BY National Commission on
Resources for Youth, Inc.
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE OF
EDUCATION. FURTHER REPRODUCTION OUTSIDE
THE ERIC SYSTEM REQUIRES PERMISSION OF
THE COPYRIGHT OWNER."

Copyright © 1968 by the National Commission on Resources for Youth, Inc.

All rights reserved except reproduction in whole or in part permitted for any purpose of the United States Government.

Printed in the United States of America.

Points of view or opinions stated in this document are those of the National Commission on Resources for Youth, Inc., and do not necessarily represent the official position or policy of the U.S. Department of Labor.

Photographs by Allan Leitman

Table of Contents

Page

INTRODUCTION:

Youth Tutoring Youth 1

History of the Program 2

The National Commission on Resources for Youth (NCRY) 2

Goals of Youth Tutoring Youth 3

Organization of Youth Tutoring Youth 4

Location of Centers 4

Information on Staff and Youth Positions 5

Recruiting Tutors and Tutees 6

Pairing Tutors with Tutees 6

Data 6

Funds and Other Money Matters 7

Materials and Methods for Tutoring 8

Pre-service Training for Tutors 9

In-service Training 10

Tutor Remediation 10

Parent and Community Involvement 11

Testing and Evaluation 12

RESOURCE CHAPTERS:

1. Materials for Youth Tutoring Youth 13
2. Recruitment 15
3. Role-playing - An Approach to Tutor Training 19
4. Workshops for Tutor Training 27
5. Tutor Remediation 41
6. Testing and Evaluation 47
7. Commercial Materials 51

YOUTH TUTORING YOUTH is all of the following:

.... an after-school (or summer) tutorial program in which 14- and 15-year-old In-School Neighborhood Youth Corps enrollees earn money by helping younger kids enjoy reading, writing and other skills of expression;

.... a program in which these 14- and 15-year-olds acquire better work habits and greater interest in learning;

.... a program for underachievers of both elementary and secondary school age;

.... a program in which community members may be supervisors, aides, tutors and tutees; it is a program that parents can plan and sustain;

.... a means to improve In-School Neighborhood Youth Corps by changing uninteresting and unproductive job stations (such as janitorial tasks) to positions of responsibility and creativity (such as tutoring).

History of the Program

The effectiveness of youth tutoring younger youth, with benefits for both tutor and tutee, has been a surprisingly recent demonstration. The initial findings are important. Ronald Lippett and a University of Michigan team found that the behavior of the student tutors improved simply because they were placed, often for the first time in their lives, in positions of trust and responsibility. As predicted, the teaching role itself developed their ability to learn. Another study, conducted by Mobilization for Youth, an anti-poverty agency in New York City, showed that both teenage tutors and their younger tutees improved in reading. The younger children doubled their reading growth rate. The tutors moved ahead amazingly, more than three years during a single school term.

In 1967, the concept of Youth Tutoring Youth was linked up with a natural partner, the In-School Neighborhood Youth Corps. It was hoped that job assignments of tutoring would encourage the enrollees to stay in school, improve their academic skills, develop good work habits, and importantly, come to feel that they could successfully assume and carry out responsibilities. Newark and Philadelphia operated Youth Serving Youth tutorials in the local schools during the summer of 1967. Since then, programs in Philadelphia, Washington, D.C., and Detroit have successfully employed underachieving 14-and 15-year-olds (Neighborhood Youth Corps enrollees) as tutors for elementary school children.

The National Commission on Resources for Youth (NCRY)

.... is a non-profit organization, begun early in 1967, which is oriented towards action; its purpose is to assist in the spread and implementation of innovations that help young people, particularly those who are economically disadvantaged, utilize their talents in ways that satisfy themselves and society.

.... can provide technical assistance for Youth Tutoring Youth programs in the way of:

1. personal consultation on organizing and funding a program;
2. training workshops in which educators from all parts of the country serve as interns in an existing program so as to learn how to run one themselves;
3. training materials which educators can use to introduce the program to people back home - manuals (such as this one) and films. (See Resource Chapter 1 for a list of such materials.)

Goals of Youth Tutoring Youth

1. Better language skills - for both tutor and tutee

   At the end of the program, the tutors and the tutees should have a better and more satisfying facility for reading, listening, writing and speaking than they had when they entered the program. This program is not a remedial reading program in the usual sense; its effectiveness derives not from constant practice of skills, but rather from a desire for expression that is fostered by a friendly relationship between an underachieving teenage tutor and his younger tutee. As the tutor teaches, he not only helps his tutee, but also gains insight into his own language deficiencies. The materials they use are not standard reading improvement texts, but rather stories and games created by the tutor and tutee themselves.

2. More positive self-image - for both tutor and tutee

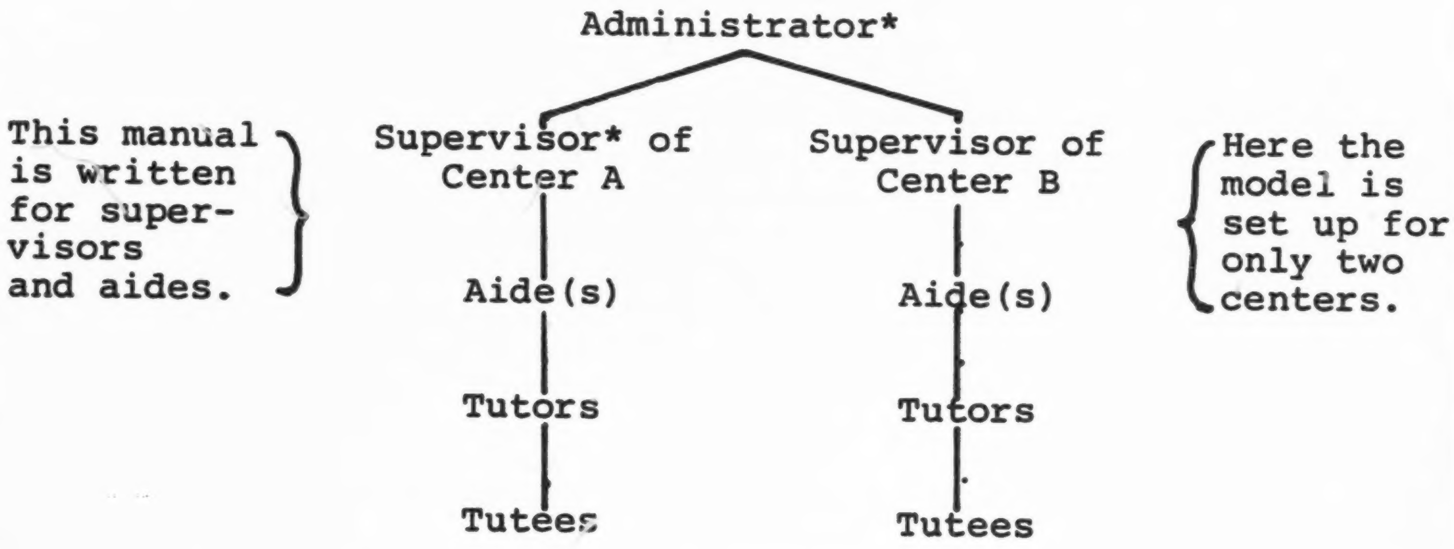
   As the tutors and tutees talk and write about themselves, as they draw and take pictures of each other, they begin to realize that each person is unique, that each sees things differently, likes different activities, and has special abilities. As they use and realize their own talents, they "feel good." As they plan their next day's work, they experience the satisfactions of autonomy and self-direction.

3. Better ways to handle responsibility - for tutor especially

   Tutors develop the kinds of skills that will make it easier for them to function in school and in future jobs. They learn for themselves the value of being on time, planning, organizing, evaluating and working with others.

Organization of Youth Tutoring Youth

Each Youth Tutoring Youth program contains several centers located in various places throughout the city or area. The chart below describes the most common model for organizing the people in the program. Some cities have effectively adapted this model to suit their own needs and resources; others have used it just as it is:



This manual is written for supervisors and aides.

Here the model is set up for only two centers.

* Terminology varies with programs. In some cases, the administrator is called the "director," and the supervisor is called the "leader."

Location of Centers

Your tutoring center may be in a variety of locations: a school, community center, church, storefront or library - any place where there is enough room for the tutors to meet together as a group, where the tutor-tutee pairs can find places to work in some privacy, where there is adequate provision for safety, and where there is space available for the storage of materials and supplies. You will also need space for a library, for artistic activities and for displaying the tutors' and the tutees' work.

Information on Staff and Youth Positions

Title	Background/ Experience	Duties	Training
Administrator	Teacher, or educational administrator.	- Establish program in city or region; - Obtain funds; - Contact NYC for job stations; - Train supervisors to lead centers.	By NCRY at Internship Workshop, or by someone else familiar with Youth Tutoring Youth.
Supervisors	Teachers, community leaders, or older NYC enrollees (all three kinds of supervisors have proved effective).	- Run a tutorial center - daily basis; - Train tutors: pre-service and in-service; - Arrange for personal remediation for tutors.	By administrator, or by special trainer(s) chosen by the administrator
Aide	Older NYC member, or community member.	- Share duties with supervisor	By administrator (usually trained along with supervisor)
Tutors	In-School NYC enrollees underachieving in school.	- Tutor younger child(ren).	By supervisor
Tutees	Elementary age children who need tutoring.	- Come to tutoring sessions.	By tutors (training= tutoring)

Recruiting Tutors and Tutees

Working with the director of NYC, your administrator will probably take care of all the details involved in recruiting tutors. He may ask you, however, to help recruit tutees, and perhaps to assist in finding tutors. If you are going to recruit, be sure to read the appropriate section of the Administrator's Memo, and also Resource Chapter 2 in this manual. (Remember that only the director of the NYC In-School program can certify youngsters for NYC.)

Pairing Tutors with Tutees

1. Let the tutors and the tutees meet together informally for one or two sessions before you and the tutors arrange for pairing.
2. Tutors should be at least three years older than (or two grades above) their tutees.
3. Tutors can work with one, two or three tutees. (A tutor's job is easier if his tutees are in the same grade.)
4. Sometimes there will need to be shifts after the pairs have started to work together; changes, which are to be expected, should be handled quickly and quietly.

Data

Various kinds of information about each tutor and tutee should be obtained before, during and at the end of the program. Some of this data (e.g., phone numbers) will be useful during the program, and some of it (e.g., test scores) will be important at the end of the program when you are evaluating its effects. The type and amount of information you should have is up to you and your administrator. Among the kinds of information collected in existing tutorials are:

1. Personal information - name, address, phone number, school, grade, parents' names, etc. (see Appendix).
2. Parental consent forms (see Appendix), work permits, and NYC forms (obtainable from NYC).

3. Test scores - we suggest that you give a language skills test at the beginning and at the end of the program. By giving the same test twice, you will be able to measure improvement. (Consult a reading specialist in your area for the name of such a test.) Other aptitude and achievement test scores can usually be obtained from school guidance counselors.

4. Writing samples done at the beginning and at the end of the program.

5. "Picture of myself" - some programs have asked the tutors and tutees to draw pictures of themselves and explain in writing what the drawings express. By collecting the drawings at the beginning and again at the end of the program, you will have interesting, informal data for assessing if the program has helped the kids think more highly of themselves.

We recommend that you or your aide set up an easily accessible file with a folder for each tutor and tutee. Since the information in many cases is personal, the files should be locked when not in use.

Funds and Other Money Matters

The problem of finding funds for Youth Serving Youth is not your responsibility; it is the concern of the administrator. Nevertheless, you should find out from him the sources of funds that support your program so that you can explain such matters to tutors and parents when they inquire.

You will be responsible for seeing that tutors receive their paychecks, and for maintaining records of expenditures (for trips, materials, snacks, etc.). Be sure to discuss these duties with your administrator.

Materials and Methods for Tutoring

Let the tutors and tutees create and share their own...

- plays
- stories
- newspapers
- picture books
- flash cards
- puppets
- language games
- bulletin boards
- lesson plans.

Provide some story and reference books, some commercial games...

See Resource
Chapter 7 for
a list of
recommended
materials.

Give them lots of things to work with...

- art supplies
- cameras
- tape recorders

See Chapter 7.

And a few inspirational ideas now and then!

See Resource Chapter 4.

Pre-service Training for Tutors

You and your aide(s) are responsible for training the tutors before the program begins. (You are also in charge of continuing their training during the program - see In-service Training on page 10).

Purposes of pre-service training

1. To give tutors ideas about the process of tutoring;
2. To provide an opportunity for the tutors to examine and use their own natural abilities to teach and to create materials;
3. To establish an atmosphere in which tutors can freely exchange thoughts about tutoring, education, jobs, themselves, etc.

Time allotment for pre-service training

The amount of time devoted to pre-service training varies from one project to another; however, at least fifteen hours should be devoted to this purpose.

Training methods

Several tutorials have built highly successful pre-service and in-service training programs around the use of role-playing and workshops.

Role-playing -	which enables tutors to become more sensitive to their own and others' feelings.
Workshops -	where tutors learn by actually doing the things that they will need to know for tutoring.

Resource Chapters 3 and 4 describe role-playing and workshops in detail.

Your own school system may have experts in reading, role-playing, audio-visual aids, etc. Perhaps you can consult with these people and bring them to some of your training sessions.

In-service Training and Tutor Remediation

During the operation of the program, two blocks of time, about 2-4 hours each week, are set aside for the tutors to use alone; that is, without their tutees. One session is for in-service training, the other is for Tutor Remediation.

In-service training

Basically, in-service training is a continuation of pre-service training. It consists of:

- workshops (See Resource Chapter 4. You will probably want to adapt many of the pre-service workshops for in-service use.)
- role-playing of problems that arise. Tutors suggest the role-playing situations they would like to see acted out. (See Resource Chapter 3.)
- presentation of new materials created by the tutors - how they work and why they work. It is important that tutors exchange ideas and motivate each other.
- periods for materials development. Tutors need time to translate ideas into new games, stories, etc. for their tutees.
- periods for lesson-planning, log-keeping.

Tutor Remediation

Tutor Remediation time is for the tutor to devote to his own interests and educational problems. His job is temporarily put aside so that he has time to unwind, to read a book, to write his own story or play, to study reading or a foreign language or any subject that he wants to know more about.

Remedial work that relates to tutoring (such as writing a play for tutees) can be paid for. However, NYC regulations require a certain amount of unpaid time spent on personal remediation. Tutors should be provided with an abundance of books, magazines, and good commercial programs for reading improvement. You and the tutors might want to consult school teachers for remedial plans for each tutor.

Resource Chapter 5 contains ideas for Tutor Remediation activities.

Parent and Community Involvement - a Must

Parents - They provide valuable strengths. Consult them right from the beginning for:

- ideas on running the program
- suggestions for tutorial activities
- assistance on trips, special parties, etc.
- ways to relate tutorial activities with home activities.

Community - Keep in touch with it. In your area there are probably many adults, school teachers, and members of other youth programs who would like to know what Youth Tutoring Youth is all about.

Encourage visitors. When they come, be prepared for them. Have an aide or a tutor explain what's happening and show them around.

You may want to organize a team of tutors that can speak publicly to interested organizations. Communication benefits both the community and the tutorial project. The community gains insight into new ways of teaching reading and better ways to employ teenagers. The tutors realize that they can have an effect on their community.

Testing and Evaluation

Tests and evaluation devices can serve four purposes for Youth Tutoring Youth programs:

1. They serve the purpose of measuring reading skills and other skills that tutors and tutees have acquired by the time they begin the program; consequently, they can be used to diagnose what skills have not been acquired and should be developed.
2. They serve the purpose of measuring the effectiveness of the program while it is in operation; hence, they can be used to make changes in the program while it is running;
3. They serve the purpose of measuring the effects of the entire program on the tutors and tutees - effects that are seen after the program is over;
4. They serve the purpose of proving or not proving that Youth Tutoring Youth is an ideal job placement for In-school Neighborhood Youth Corps programs.

Existing Youth Tutoring Youth programs vary in the extent of their use of tests and evaluation devices:

Some rely on formal measures; others prefer informal ways to test and evaluate;

Some try to evaluate all of the four aspects listed above; some measure only one or two;

Some use outside consultants (reading specialists, evaluation experts from nearby universities, etc.); others have only supervisors and aides to help.

You and your administrator will have to design your own plan for using tests and evaluation devices.

Some suggestions for you to consider are listed in Resource Chapter 6.

Resource Chapter 1

MATERIALS FOR YOUTH TUTORING YOUTH

The following materials, available from the National Commission on Resources for Youth, Inc., can be used for training supervisors, aides, and tutors, and for explaining the nature of the program to educators, administrators and community people.

Manuals

1. Administrator's Memo - Youth Tutoring Youth
2. Supervisor's Manual - Youth Tutoring Youth
3. You're the Tutor (a manual for tutors)

Films

1. Two 15-minute film capsules prepared by Xicom to be used with a Fairchild Mark IV projector. These films explain the program by showing youth in tutoring situations.
2. Fourteen 1- to 4-minute film capsules for the Mark IV projector. These show short examples of both good and bad tutoring. They are designed to spark discussion during training sessions.
3. A 20-minute film, "Youth Tutors Youth," that shows the whole program in action. It was prepared by Brandeis University students who shot the film in Philadelphia and Washington, D.C. during the summer of 1968. Its purpose is to "sell" Youth Tutoring Youth to school systems, NYC administrators, parents, etc.

Additional related materials prepared by other programs are recommended by NCRY:

1. Cross-Age Helping Program: dissemination materials (2 volumes plus filmstrip and records), by Peggy and Ronald Lippett, 1968, Center for Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, Ann Arbor, Michigan 48106.
2. Learning by Teaching - The Helping Relationship in the Classroom, by Herbert A. Thelen, Director, Department of Education, University of Chicago, Chicago, Illinois, 1968.
3. Numerous publications of the Tutorial Assistance Center, 2115 S Street, N.W., Washington, D.C. 20008.

Resource Chapter 2

RECRUITMENT

Tutors have several important characteristics - they are selected because of these characteristics.

1. They are 14 and 15 years old. One of the great advantages of this program is that it reaches kids before the age of sixteen when many leave school.

2. Their families' incomes meet the Neighborhood Youth Corps criterion. (Only the director of the In-School NYC program can certify youngsters for NYC.)

3. They are underachievers, reading one or more years below their grade level.

Choosing tutors because they have the last characteristic may seem a little strange until you think about it. Consider...if underachievers are part of a program in which they are important, if they help others, if they know more than their tutees, if they successfully assume responsibility, if they are paid, if they acquire more facility with language skills, and if they feel better about school - will they not accomplish something worthwhile, will they not acquire the self-confidence that will turn them into achievers?

There is some chance that you will be involved in the recruitment of tutees - children in need of tutoring. They are subject to many conflicting demands on their time after school. So, if you are to get them to come off the playground or streets and back into a chair or desk, you may have to enlist the aid of a number of people - teachers, counselors, and parents. Additionally, you might put a public announcement of the program in your community's newspapers. If you have the time and creative talents, hang imaginative and colorful posters throughout the area. You can recruit in person at booths set up in locations where kids are apt to pass. To be sure, if your program sounds good, news of it will spread by word of mouth. Tutees respond better if you call it a "club," rather than a tutoring or reading program. Make it a prestigious organization. Emphasize the field trips you'll be taking, the games you'll be playing, the tape recorders, cameras, typewriters you'll be using.

Whatever method you use to reach the young people, you will probably want to tell them three things: the purpose of the program, the nature of the program, and the benefits to be received by participants. A one-page handout containing such information should be passed out to anyone interested, including adults. A sample handout for tutors is shown on the opposite page.

Throughout the recruitment campaign, keep the students' parents in mind. They need to be recruited too, in spirit if not in body. Give the kids an extra handout for their parents, or be sure information is sent to the homes. The program's goals, improvement in reading and self-image, stand a much better chance of being reached if families pitch in their support. And furthermore, for legal and medical reasons parents will have to be contacted so that they can sign forms that state consent for their child's participation. (See the Administrator's Manual for these forms.) The following anecdote from one Youth Serving Youth aide indicates how home visits help recruitment:

> One little fellow, we had a hard time trying to catch. We were in the house and he ran under the bed. His mother tried to get him to come out, insisting "You are going"! and he cried. That was on a Friday, and that Sunday I was passing by on the street where he lives, and he had to cross - I was stopped at the stoplight - and I said to him, "I'll see you Monday." He said "Okay." I went Monday, I walked all over the place till I found him in the Science Room upstairs. He waved and we had a little chat. He showed me who his tutor was and he was very pleased. He stayed through the whole program.

Reminder about forms: remember to obtain medical, legal, NYC and trip permission forms from your administrator and to get them signed before the program begins!

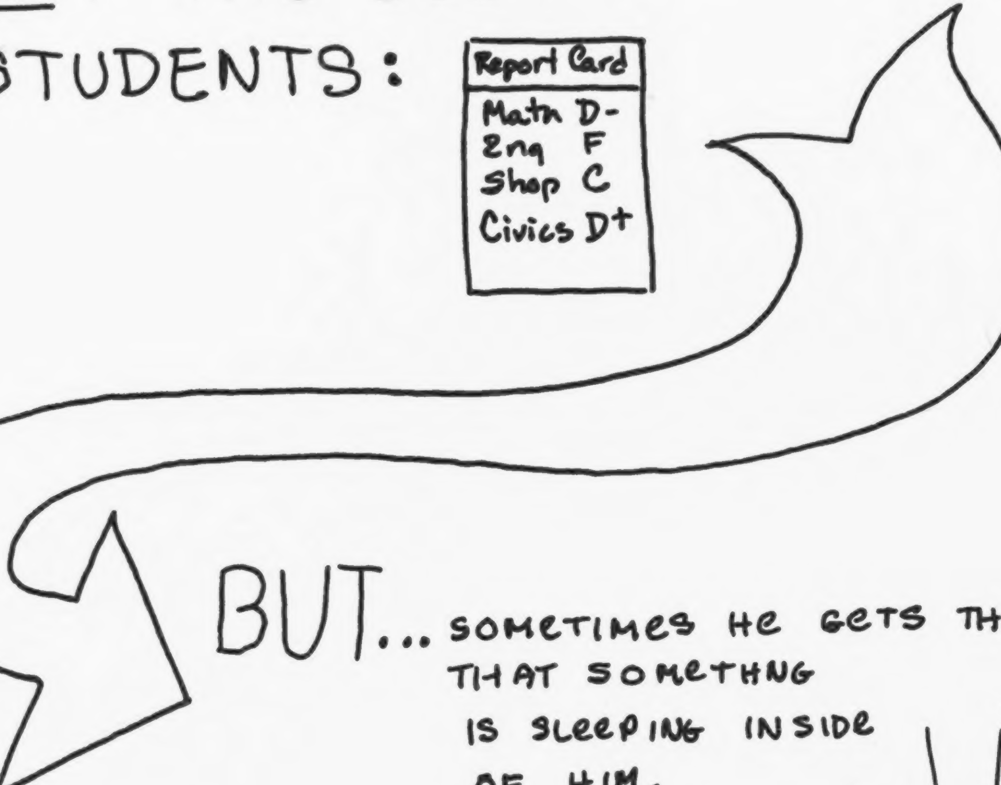
JAMES IS 14. HE'S A SOPHOMORE

IN HIGH SCHOOL

. HE

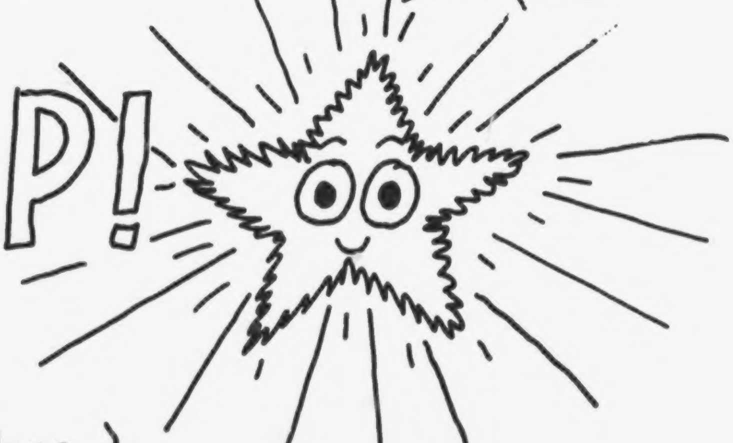
IS NOT THE BEST

OF STUDENTS:



BUT... SOMETIMES HE GETS THE FEELING THAT SOMETHNG IS SLEEPING INSIDE OF HIM.

IF ONLY THAT SOMETHING WOULD WAKE UP!



JAMES WOULD LIKE A JOB - $#! BUT, BEING 14, WHAT CAN HE DO? (turn page upside down...)

IF YOU, LIKE JAMES, ARE UNABLE TO FIND A JOB, IF YOU ARE UNDER 16, IF YOU CAN QUALIFY FINANCIALLY FOR NEIGHBORHOOD YOUTH CORPS, IF YOU WOULD LIKE TO WAKE UP THAT "SOMETHING" INSIDE OF YOU, IF YOU WOULD LIKE TO TUTOR A YOUNG CHILD IN ELEMENTARY SCHOOL,

COME TO:

OR CALL:

TO FIND OUT HOW YOU CAN BECOME PART OF A PROGRAM CALLED

YOUTH TUTORING YOUTH

(see you soon...)

Resource Chapter 3

ROLE-PLAYING - AN APPROACH TO TUTOR TRAINING

Role-playing* is a way of learning from acting out various problems and situations in a friendly and permissive group atmosphere. We believe that most tutorial centers have such an atmosphere, and we have seen role-playing "work" as a training device in several programs. We therefore strongly suggest that you consider adopting it as a means for bringing insight to your aide, tutors, tutees, and perhaps even yourself.

It is an important, effective training device which, for many reasons, can be used both in pre-service and in-service training. Role-playing develops fullness of feeling and empathy for the situation. By acting out and watching how other people might react in a given situation (for example, a tutor meeting his tutee for the first time; or a tutor handling a tutee who does not want to follow the lesson plan), tutors learn to anticipate problems and to practice dealing with possible problems so that they will have confidence when such problems actually arise. Role-playing also helps by putting the tutor into another's shoes in order to create a deeper understanding of that other person. Asked to play, for example, a tutee who, having come to school without breakfast, can think only of food, a tutor will empathize with the tutee whose role he is taking, and subsequently with his own tutee. Asked to play a tutor with a disruptive tutee, he is persuaded to think through the problem, and to practice dealing with it in a non-threatening situation. Through the process of acting and then discussing with others what he did as he role-played, the tutor becomes more aware of his own behavior, and is more able to confront a similar problem in actuality.

Role-playing is particularly effective with kids. It is filled with action, is informal, often funny. It lends itself to the energies and spontaneity of youth...Ask any child what he doesn't like about school and you probably get an abbreviated, inarticulate reply. But have a group of these children act out a school scene in which someone plays the teacher, and you will discover a stream of verbal consciousness that is almost impossible to shut off. Kids love to act things out. Role-playing, in short, is an interesting, fun and meaningful way of helping your tutors to feel more comfortable in a role which is new and sometimes threatening.

---

* Much of the following discussion is taken from Role-Playing with Low-Income People by Jean Goldfarb and Frank Reissman. This twelve-page pamphlet is available from the Tutorial Assistance Center, 2115 S Street, N.W., Washington, D.C. 20008.

How to conduct a role-playing session

A. How to you begin?

1. Chat informally with your tutors as a group to get an idea of what they are thinking about, what is bothering them. Find out what scares them most about tutoring - what specific problems they have.

2. At first, do not discuss what role-playing is at length for it may make your tutors self-conscious. Have your tutors think about some problems they might be interested in trying out. Make the problem specific so as to make it easier to slip into the role. For example, if you are role-playing a tutor-tutee behavior problem, describe the tutee, how old he is, what he looks like, what happened to him before he arrived at the tutorial center, etc. In other words, set the stage. Use props if you have them.

3. Begin with simpler problems, not with explosive or overly exciting ones. Start with common problems of interest to many members of the group. Begin actual role-playing with brief situations lasting only a few moments just to start things moving and involve people. Encourage an easy, slow, informal atmosphere. Humorous role-playing situations are good ways of getting poor tutors into the act. At first it is better to avoid actual tutoring situations; instead, start with something more familiar (people riding on a subway, kids arguing over a comic book, etc.) as ice-breakers.

4. While getting started, Multiple Role-Playing may be used. Here the entire audience forms into role-playing groups, the size of the groups depending on the number of participants required for the particular case. All groups role-play simultaneously. Afterwards, each group discusses its results. This method quickly makes people less shy.

5. Another way to broaden initial participation is to have many people role-play one situation; e.g., a supervisor dealing with a tutor who is perpetually late.

6. If you as supervisor participate in role-playing, you should find someone else to direct the session. Some direction is needed at all times.

7. The role-player must not break out of his role-playing for intellectualizing or discussing. You as director can interrupt discretely when necessary (if action is lagging, if confidence is needed, etc.),but essentially the flow of role-playing should not be interrupted or kids will lose interest.

B. How to get volunteers.

1. The discussion of problems that members of the group want to see acted out gives some idea of who might volunteer. During the session, watch people's eyes, movements, head shakes to see who is becoming involved, who shows a desire to participate.

2. If you build interest around a problem, you'll find that your tutors will be eager to role-play it.

3. Don't pressure people, but give a good try to get a person into the act.

4. Don't encourage "actors" or those who are overly eager to try too much. Sometimes the sessions can be monopolized by a few "hams." Ideally everyone should experience a try.

5. Don't rush into the role-playing situation but lead into it gradually.

C. Closing the session.

Towards the end of each session talk about what you have seen. Help the tutors articulate what they have learned from the role-playing. Help them see the different ways in which people react to situations... that there is no one right way to handle a problem but that some ways work better than others. Try to make them aware of any observed movement toward solving a problem. The group, from watching each other, will have much material for discussion.

D. Additional tips.

1. As tutors become more adept at role-playing, add new techniques to your supervision. As the role-playing is going on, manipulate the roles; e.g., make the tutor more aggressive or the tutee more withdrawn. Change the attitude of the person being role-played; e.g., have a tutee who is happy suddenly become depressed.

2. Encourage the tutors to do more surprising things: to move around more, start singing or dancing, kicking over wastebaskets. Point out the effects of change of pace and movement.

3. Have a person play someone of a different age or sex.

4. Try to concentrate more on the problem than the behavior of the role-player. Emphasize in discussion that the purpose of role-playing is not to develop actors but rather to develop more effective tutors.

Transcript of pre-service training using role-playing with supervision

The following paragraphs contain a partial transcript of a pre-service training session in which role-playing was used to help aides feel more comfortable in their new roles as tutor-supervisors. Although this session did not involve tutors, the approach is relevant to tutor-training and might give you an idea on how to use the technique.

Narrator: After first receiving an inhibited response from the aides, Mr. Weinstein* tries a less direct role-playing exercise to relax the aides. Here two aides become more involved pretending they are two sisters arguing over what program they are going to watch on TV.

1st Aide: I have a show that I want to see. Annette, Johnny's outside playing. Would you like to go out and play with him?

2nd Aide: No, I wanna watch my funnies.

1: Um, is this a good show, Annette? (Annette mumbles "yes.") Don't you think you should go out and get some fresh air?

2: I don't want to. I want to look at the funnies.

1: Okay. Suppose I watch it with you for a little while. That looks good. Um. Mickey Mouse certainly is funny today. Um. Annette, would you go upstairs and get my scarf off the bureau?

2: (Angrily) Why can't you get it? I'm looking at my funnies (seems to feel bad - a good actress). When the commercial comes on, I'll get it.

Weinstein: All right. Now you come back and she's got it on another channel now.

2: What's this? You changed the channel. I don't want to look at this. I want to see my funnies.

1: Oh, Annette, watch this for a...

---

* The leader, Dr. Gerald Weinstein from the University of Massachusetts, is a noted educator and co-author of The Disadvantaged: Challenge to Education, Harper & Row, 1968.

2: No, I'm going to call Mommy. I'm going to tell my mother.

Weinstein: Good, call your mother. If you want to call your mother, call her.

1: Annette, I want to watch this show, you watch television all the time.

2: (Simultaneously) No, I was watching the funnies first and I want to see the funnies. I did my homework.

1: Now let me see this show.

2: No, that's not fair. I was looking at the funnies first. I'm calling Mommy.

Weinstein: Go ahead, call her.

2: Mommy (rather quietly).

Weinstein: Oh, that's not the way you call mother.

2: (Louder) Mommy...

Weinstein: (Getting excited) Is that the way you call mother? (Shouts at the top of his voice) HEY, MA!

2: I was looking at my funnies first. She came in and changed the channel. I want to look at my funnies again.

1: I want to see my program. She sits at the TV all day. I never get to see anything I like.

2: Why don't you talk on the telephone with one of your girlfriends or something and leave me alone.

1: Oh (exasperated tone), I just want to see one show...

2: I went upstairs and got her scarf for her and she changed the channel...

(By this time they are both shouting and have fully thrown themselves into their roles)

1: She sits there all day.

2: Day after day the same thing.

1: She should be outside more.

2: I did my homework.

(They seem to be coming to blows)

Weinstein: Okay. (Laughter) Remember, no physical violence.

All right. Maybe if you try something like this at the beginning of your training program, you can break the nervous atmosphere...and it's kind of funny to watch - kids laugh, you know, and it's something that's very easy to do because they see it happening every day. So it might be a good way to break the ice...

Okay. The burning question for your tutors is "What am I supposed to teach"? I guess one of the most important messages that you have to get across is that the more you allow somebody to talk about what he's doing, the better the chance that he's going to learn. Now what we tried to do with you is to help you talk about yourselves and talk about different things. The more that you can help the younger kids talk about themselves, talk about things around them, and talk about whatever you're trying to teach them, the better the chance they have to learn.

N: To illustrate this point, Mr. Weinstein again role-plays with the aides to help them anticipate questions the tutors might ask on the first day. Here Mr. Weinstein, as a fourteen-year-old tutor, has just been told by the aides that he has to take a standardized test to determine his reading level and inadequacies:

Weinstein: Then all of us were selected because we have reading problems?

Aide: (Role-playing) Well, just about every kid in school has reading problems.

Weinstein: Okay. But do I have more than others?

Aide: No, it's just that your reading isn't up to your... isn't up to what it should be. And we're going to try to help you develop your reading skills because you are going into high school in September and after three years you might want to go to college. And of course you'll want to improve your vocabulary and comprehension...

Weinstein: If they expect me to teach somebody to read, why do they pick me with reading problems?

Aide: Because you have this problem... What do you want to be?

Weinstein: I'm not sure. I think I'd like to...have my own business some day.

Aide: Oh, well, that's good. This is what we want to help you with. We want to help you with your reading...

Weinstein: Then why don't you help me with my reading? Why are you getting me to teach little kids? You know. If you're supposed to help me with my reading, why don't you just help me with my reading?

Aide: Well, by helping others, you'll actually be helping yourself.

Weinstein: I don't understand that.

Aide: Well, these little kids, they also have a problem in reading. And by really helping them to solve their problems, you'll also be helping yourself.

Weinstein: (Steps out of role to discuss process) Okay, now that has to be made pretty clear to me: that the best way to learn something might be to have to teach it to someone. Because it's very confusing for me as a tutor. You know, if you're so interested in my reading problems, then why don't you just teach me how to read better? What am I doing teaching younger kids and why didn't they pick somebody who reads better to teach younger kids? So it has to be clear...

Aide: (Role-plays) But you do have the same problems, you and your tutee or pupil, so you will be much more qualified to teach him than someone who is way ahead of him because you have something in common. You can understand each other.

Weinstein: (Role-plays) That makes me feel good, what you just said. That makes me feel good.

Notice how Mr. Weinstein (the director) began with a humorous ice-breaker - two sisters arguing over a TV program, before he moved to actual tutoring situations. Notice also his skillful and discreet way of intervening. He is able to keep the role-playing moving by giving directions ("All right. Now you come back and she's got it on another channel now.") and encouragement ("That's not the way you call mother. Louder.") without interrupting the dramatic flow. Notice also how he helps the supervisor to articulate the process after the role-playing sessions are over.

Resource Chapter 4

WORKSHOPS FOR TUTOR TRAINING

In many training programs, workshops are highly successful because they allow for learning by actually doing rather than the more passive and traditional kind of learning by listening and taking notes.

Workshops are best explained by examples. Suppose that during training, a supervisor wants to teach his tutors to give a short evaluative reading test to their tutees. There are several alternative training methods the supervisor can choose from. He could present a copy of a prepared test to his tutors as a group, describe how to administer it, with the tutors taking notes as he talks. Or, he could have the tutors administer it to each other and afterwards discuss their reactions. The latter method is an example of a workshop. We feel it is superior to the former, more didactic method because, as in role-playing, it involves the learner actively in learning. The tutors learn how to give the test by actually giving it. Children and adults alike often tune out long verbal lectures because somehow the material is not relevant to them...they are not involved. Workshops prevent apathy by allowing people to use the materials as a means of learning how to use them, with the result that learning is more immediately relevant and challenging.

Of course, everything can't be covered in a workshop. Sometimes lecturing to a group is necessary to present certain material efficiently. Thus, it is important to be selective in setting up workshops. Choose a problem which can be generalized from...in other words, set up a workshop from which a tutor can glean ideas to apply in other situations. What he learns must not be so specific that it can only be followed once.

On the following pages some workshops are suggested for you to adapt to your program as you see fit. We suggest that the tutors keep a training notebook in which they write down what they learn in the various workshops.

Workshop I: How to Create Lessons around the Tutee's Interests

Since the major problem of successful tutoring is motivating the tutee, and since motivation depends upon finding that activity which will capture the child's interest, it is essential that the tutor listen carefully to his tutee, find out what his interests are, and capitalize upon these interests. Some suggested activities to help the tutor respond to his tutee's world are:

1. Interest cards

Give each tutor a slip of paper with a different interest category written on it (or let them draw the slips). Categories could include sports, fashion, boats, cars, chemistry, dancing, etc. (Perhaps there will have to be separate boys' and girls' categories.) Then have the tutors plan a sequence of tutoring ideas based upon their interest cards. Get them to stretch their imaginations. Finding a book about airplanes for the boy who loves them is not enough. How about purchasing an inexpensive model plane, assemble it, and label its parts with the tutee? Reading the directions alone would introduce the tutee to new words which could then be printed on 3"x5" cards for later drill. Labeling the parts might require the tutee to use the encyclopedia, thus giving him alphabetical and index skill. Perhaps the tutor and tutee could even fly the plane in the schoolyard and write an experience story about it afterwards which could be typed for the other tutees. There are limitless ways in which a strong interest can be imaginatively utilized in tutoring. By sharing the ideas they have thought of based on their interest cards, the tutees will begin to sense the importance of relevant teaching materials.

2. Role-playing tutoring situations

Divide the tutors into pairs and have each pair role-play a tutor-tutee session before the group. Divide the role-playing into two parts: 1) tutor tries to discover what tutee likes to do; 2) tutor gives his tutee things to do based upon this particular interest. As you discuss the first part, try to make the tutors aware of various ways to draw out a tutee effectively. Point out, for instance, that "yes-or-no" questions ("Do you like sports"?) usually get dull and brief responses, while "why" questions elicit personal explanations. As you discuss the second part, try to get the tutors to add more ideas for utilizing the tutee's interests.

Related to creating tutoring exercises based on tutee interest is the importance of allowing children to express their feelings openly. Tutees will come into the program with negative as well as positive feelings. Part of beginning where a child is involves accepting his feelings and helping to channel them into constructive directions.

Workshop II: How to Make Materials for Tutoring

Reiterated throughout this manual is the idea that tutor-made games and materials should be an important mainstay of tutoring programs. Tutors tend to invest more of themselves in things they make and they are likely to use these materials with more enthusiasm. Also, tutors learn themselves since making materials requires a certain depth of understanding. And, of course, each tutee responds more to something that his tutor has made just for him. The following are a few ways of stimulating tutors to make their own materials during training. As mentioned before, one good way of stimulating self-made materials is by having only a few commercial games and materials available.

1. Give each tutor a copy of Spice or one of the reference manuals suggested in Resource Chapter 7. Have each tutor select a game suggested in the book and actually make it.
2. Next, have the tutors make another game which does the same thing as the game they have copied but which takes a different form, thus forcing them to be more creative.
3. Give each tutor paper, paste, a cardboard box, magic markers, and scissors. Define a problem to be solved (for example, teaching synonyms) and have each tutor develop a different game to solve the problem.
4. Have the tutors look at the tutors' manual for ideas for games which they can adapt to their own needs.
5. Give each tutor a magazine and have him cut out and mount pictures which he feels would most inspire children to write stories. Have him try pictures on another tutor, having that tutor actually write a story to go with the picture. This exercise will give practice in asking stimulating questions about pictures. (Showing a picture is not enough. The tutor must help his tutee really look at it to see everything that is happening.)
6. Show the tutors pictures that you have chosen and have them write a play for tutees to act out.

Workshop III: How to Relate Trips and Community Resources to Tutoring

Getting outside the classroom to explore the larger community should be an important part of every tutorial program. Tutors and tutees alike need the stimulation of seeing fresh scenery and unfamiliar corners of their neighborhood. Not only do trips give children more to read, write and talk about, but they are fun and they provide something special to look forward to.

Trips need not be large or extravagant excursions. They need not always be group affairs, though several large group trips (to see a play, take a boat trip, etc.) should be planned for various times during the tutorial. Tutors should be allowed to take their tutees out of the center at frequent intervals. Perhaps there is a fire station nearby that several pairs of tutors and tutees want to visit, perhaps a tutor would want to take a walk around the block and have his tutee read as many street signs as possible, or perhaps the tutee is restless and simply needs to get outside and let off steam. Hopefully, such flexibility can be structured into your program. If not, group activities should be scheduled frequently. As one supervisor remarked at the end of his program: "There should be some special activity like a trip, a visitor, intervisitation between centers, cooking some special food, etc., at least every other week so tutors and tutees have something to look forward to."

After-school programs have less time for trips than summer programs. Perhaps Saturdays can be utilized for this purpose. Whichever program you are supervising - whether it be summer or winter - be sure to notify your administrator of your plans for trips and visits.

In the following paragraphs are some suggestions for helping the tutor relate trips to tutoring:

1. A good first activity would be to have your tutors compile a list of places in the community that would be interesting to visit. Divide the tutors into groups of two or three, and send each group to scour a particular section of the community. Prepare them to be very alert. It is easy to recognize the zoo, or the local police station as potential trip suggestions, but many interesting out-of-the-ordinary sites may prove even more interesting. Perhaps the high wooden fence down the street conceals a fascinating labyrinth of bulldozers, tractors, cement-mixers, cranes, and construction workers...or the uninteresting factory-like storefront surrounds a provocative candy factory. Mimeograph a list of their findings with exact locations for all tutors in the program.

Workshop III (cont.)

2. Take a simple tour with your tutors (it could be a tour of the building or a walk around the block). Before they take the trip, have them write down specific things that they might have their tutees look for. For example, if they are taking a tour of the building, they might want to know what the pipes in the basement are for (do they carry hot water? steam? where do they begin? end? etc.) or where are the fire escapes and what is behind that closed door on the third floor? Perhaps they will want to take paper mounted on cardboard to make sketches or write things down. (Such "trip boards" are excellent materials for tutees to take on trips; they not only help refresh the memory later but often provide something to draw on during the long bus or subway ride home.) When the tutors return to the classroom, have them draw up a list of activities they would have their tutees do after the trip. Perhaps they will have taken a camera and will want to make a book of photographs with an explanatory story. Maybe they will want to make a map of where they have been. The tutors will have even more ideas.

3. If there is time, have the tutors enact some of their suggestions with each other...in other words, role-play a tutor-tutee session after a specific trip using their own ideas for activities.

4. You might advise each tutor to visit beforehand any place he wants to take his tutee so that he can formulate good questions to ask the tutee and good follow-up activities.

Workshop IV: How to Administer an Informal Test

You will probably want to administer some informal test (in addition to the more standardized reading tests which your administrator may choose) to both tutors and tutees at the beginning of the program to point out to the tutors any outstanding problems which they and their tutees might have. Within your school system there are probably several reading specialists who could help you find an appropriate informal test.

Several different tests have been administered in the various programs run by NCRY, but the Commission has not yet pinpointed which is most effective. The Information tests that have been used are:

1. The tests included on pages 110-112, 121-142 in the Action-Housing Manual, an excellent guide book packed with ideas for tutoring and evaluation. See Resource Chapter 7 for the address of the company that sells Action-Housing materials.

   The Action-Housing tests (especially the first four pages) are good because they are simple, straightforward and understandable by a tutor.

2. The tests included in a package of reading materials put out by Dr. Mel Howards of Northeastern University. These materials include an Instructor's Guide, an Outline of Growth Areas in Reading, two informal analysis test sheets, three graded packets of reading excerpts and several samples of informal analysis sheets. Though the materials are quite technical, they could be adapted to suit your program. Write to Dr. Melvin Howard, Center for Educational Development, Northeastern University, 102 The Fenway, Boston, Massachusetts.

3. Phonics Inventory Tests, one for tutor and one for tutee. Some programs have asked reading specialists to prepare two one-page tests on phonics. The tests are similar in format but different in level of difficulty. One is for the tutor to give to himself or another tutor; the other test is for the tutor to give to his tutee. You may decide to have similar tests prepared for your own program.

4. The Dolch Word List.

Perhaps you have used or been recommended to a better test and, therefore, choose not to use any of the above. The most important thing to remember is that since the tutor is not a remedial reading teacher, he should not be asked to administer a technical reading test. A simple, clear-cut test or check list seems most appropriate to the skills and understanding of teenage tutors. Whatever test you give the tutors to use, be sure to give them time to practice administering it (or a more difficult version of it) to themselves during training. The results of their own tests will give them something to work against during their own remediation periods.

Workshop V: How to Write Daily Evaluations and Lesson Plans

Planning day by day is important. A lesson plan gives each tutor the security he needs, particularly in the beginning when the whole tutorial process is new. He should be encouraged to plan more activities in each lesson than he could possibly use so that he will have a variety of activities to choose from.

At first, he probably will try to follow his plan strictly, but gradually, as he gains confidence, he will be able to depart from it and improvise activities as the situation demands. From the beginning he should be encouraged both to make plans and to depart from them if necessary. If his tutee comes in upset by a fight in the schoolyard and the tutor's lesson plan calls for a drill of consonant blends, the tutor should be able to sense that maybe his tutee needs to tell him about the fight... maybe he'll even want to write about it. You as supervisor will be instrumental in helping the tutor sustain the ideal balance between spontaniety and planning, a subtle skill for even the most experienced of teachers.

During pre-service training sessions, the tutors should be given practice in filling out lesson plans. Perhaps you will have a mimeographed form for them to fill in or a more informal log book in which they can keep a daily diary and daily lesson plans. Some programs have used both a standardized form and a more informal log book. The standardized form enables the tutor to list in detail the activities to be used, the time allotted for each, the purpose of each, the materials needed, etc. The more informal log, on the other hand, keeps a day-to-day subjective record of progress, tutors' feelings, behavior problems arising, etc. This informal "diary" is particularly valuable for final informal evaluation, and the tutors seem to enjoy entering their remarks every day.

During pre-service training the tutors should make their lesson plans for the first three to five days of tutoring. The plans can be discussed and shared during training, and then revised if necessary as the actual tutoring progresses.

The following pages contain an example of a lesson plan form and an exerpt from an informal diary.

Daily Evaluation Form

Name of Center:________________________ Date:_____________________

Name of Supervisor:____________________ Time: (Start)_____ (End)_____

Name of Tutor:_________________________ On Time Late Absent
Why:________________________

Name of Tutee:_________________________ ________________________

Grade in School:_______________________ Reading Level in Regular Class:_____________________

Room Number:___________________________

Skill being taught:

Purpose:

How (list activities):

Materials, supplies, books, etc.:

What will I do tomorrow:

Attitude: Interested - Not Interested; Tried Hard - Did Not Try;
Unfriendly - Nervous - Playful; Did Not Understand

(Why)

How could I improve today's session?

Signed:

____

Excerpts from a Tutor's Log Book:

Date	Monday, 7/10/67
Tutee's name	Maria ____________
Address	629 ____________
Interest	to become a nurse
Food	Peanut butter sandwich
Help mother	do the dish and sweep
Sibling	3 sisters and 4 brothers
Family	very close family
Pet	a cat
Game	Hide and Seek
Toy	like a doll
Television	Batman
Friends	a lot of friends
Flowers	red and white roses
Age	#6
Grade	2
School	____________________

Comment

Maria was very interest in the project and wants to help me learn and I help her learn. She is not playful now that she has settled down. I am planning to teach Maria a lot in the 7th weeks.

Thursday afternoon, July 13, 1967
Maria was interested she wanted to talk and tell me about things that had happened to her when she was little. We talked and made storys out of the things she told me. We use our phonic books-which she read the story and answered the questions. Maria is my best tutee so far. When I first had her she did not know the alphabets, now she can almost say them better than me.

Workshop VI: How to Use Audio-Visual Aids

As tutors go through the following activities with various audio-visual aids, they should learn how to operate the equipment and how to use it creatively with their tutees. In your library you might provide a copy of A-V Instruction: Materials and Methods (McGraw-Hill Book Co., 330 West 42nd Street, New York, New York) for the tutors to read in their free time.

1. Cameras

Cameras have proven to be very important and effective teaching materials in many tutorial programs. They provide the means for children to take pictures of each other and of things they see on trips and other special events. These pictures can be used to motivate and illustrate stories and booklets produced by the tutees. Since the children's own writing should form a major part of their language experience in tutoring sessions, cameras are a wonderful help in stimulating original written and oral stories.

The following camera activities, which have been very successful in tutorials, can be used with the tutors in training so that they will then be able to use them in actual tutoring. After each activity, discuss how it can be adapted for use with tutees. The tutors will probably want to take notes on their ideas.

a. Make an "All About Me" booklet. This is a good first activity that helps people get to know each other. Have the tutor take a picture of another tutor, mount it on paper and attach various stories about the person in the picture, his friends, his family, and the street on which he lives.

b. "Time capsule" booklet: Have each tutor pretend that he is about to enter a time capsule and must take with him four pictures of things that he feels are most representative of the time in which he lives. Make a "time capsule" booklet that contains the pictures and reasons for his choice.

c. "Time capsule" story: As a follow-up exercise, ask each tutor to write an imaginative story about a man living 1,000 years from now, who discovers this book, cannot read the writing, and does not know what to make of the four pictures. After thinking for a long time, this "man of the future" comes to the conclusion that the pictures represent...

d. Have the tutors write an imaginative story about an unusual picture (mysterious place, interesting face) taken by other tutors.

e. Have tutors take pictures on trips to stimulate writing when trip is over.

2. Tape recorders

Tape recorders have proven a valuable asset in improving language skills. Children love to speak or read into them and then listen to themselves talking. Tutors are proud when they notice the improvement in their own, as well as their tutees', speech. As one tutor commented:

> My tutee is pronouncing words much better now. I used to have this trouble, but it helped me to have to teach my tutee, who's Puerto Rican, how to pronounce words better. We both use the tape recorder.

The following activities that make use of the tape recorder are suggested for training. Have the tutors adapt the activities to tutorial situations.

a. Have the tutor use the machine to record another tutor's original stories for later use in a newspaper produced by the tutors.

b. Tutors can have other tutors read aloud into the recorder, play back, and discuss obvious reading difficulties.

c. Tutor interview and tape other tutors in the program. In one program tutors went out into neighborhood to interview members of the community on opinions about war, poverty, and politics. Later, these tutors had their tutees do the same kind of interviewing.

d. Dramatic readings of plays, poems and stories are often fun to record and good ways to get shy kids to read aloud. Later the tapes can be played while a tutor reads the same thing on a printed page.

3. Typewriters: (standard and large-type primer)

Like cameras, typewriters are an excellent device for stimulating children to write their own stories. The large-type primer typewriters have proven particularly valuable because the type is inviting and readable by younger children. In one program there is always a waiting line for the typewriter. Both tutors and tutees use it - tutors, for typing up the tutees' stories and, even more frequently, for preparing teaching materials. Tutees are often motivated to write stories and letters just because it is fun to pick out words and see your own words appear in official-looking type.

Typewriters can also be used in training as follows. Have the tutors adapt these activities to a tutorial situation.

a. Have the tutors prepare rexograph or mimeograph sheets for duplication of their stories for other tutors to read. Prepare a tutor's reading book of such stories, or perhaps a tutorial newspaper.

b. Pen-pals. Have the tutor type a letter to you or another tutor. The letter should actually be mailed and hopefully answered.

4. Record players and records

a. Listen to a recording of a favorite song, stopping periodically to write down the words. Check spelling with a dictionary. Pick out all of the words that rhyme. In their spare time, the tutors might form singing groups.

b. Go to the public library and visit the record room. Find the children's section and select records, both singing and speaking, that could be useful in tutoring. Play some library records in training sessions, discussing how they might be used for tutoring.

c. Find records with catchy lyrics and rhythms that tutees would like. (Tom Glazer's "On Top of Spaghetti" is particularly suitable.) Type words to song on ditto masters. Later, copies can be passed out for a song fest.

5. Film strip projectors and movie projectors

Borrow some film/filmstrip catalogues from your school A-V center (or visit the center).

a. Give each tutor a catalogue. Have him look through it and select three films or filmstrips that he would want to use in tutoring. Ask him to plan three lessons around his selections which can be shared in discussion with other tutors.

b. Show a film or filmstrip (hopefully one that a tutor has suggested in the above activity) and discuss how the machine is run. Take turns showing the film or filmstrip and consider various tutoring methods that would make imaginative use of it.

c. Filmstrips are relatively inexpensive (about $6-$15 each), but films are very expensive (about $85-$275 for 10-30 minutes of color or black and white). Your project may be able to purchase some filmstrips but will probably have to borrow or rent films. Give your tutors the challenge of finding out where, in your areas, films can be procured. Check the public libraries, the public school and the schools of education at nearby universities.

WORKSHOP VII: How to Maintain Good Relationships between Tutors and Tutees

Since each tutor relates to his tutee in a uniquely personal way, there is no formula for maintaining an ideal tutor-tutee relationship. However, there are ways in which tutors can be made aware of different, possibly better, styles of tutoring. Tutors should share their successes and failures with each other. They should learn to help each other, and benefit from each other's mistakes.

Sometimes problems with tutees arise when tutors imitate school teachers. They should realize that they are not traditional teachers and therefore can't really expect to act like them. Tutors should view their role as a helping one rather than as a directing, commanding one. It is important that they see that a constructive, warm relationship is essential to the learning process. A tutee won't learn in a meaningful way if he is terrified or suspicious of his tutor. On the other hand, a tutee will respond favorably to affection and praise. Tutors who have difficulty understanding the need for a helping relationship will not change overnight. Your steady guidance and encouragement will gradually help them achieve a way of relating to the tutee that is distinctly their own while it is also helpful and positive.

Role-playing is another excellent way of practicing and analyzing different tutoring styles as well as acting out different solutions to behavioral problems that might arise during the program.

Role-playing situations that reveal various tutoring styles

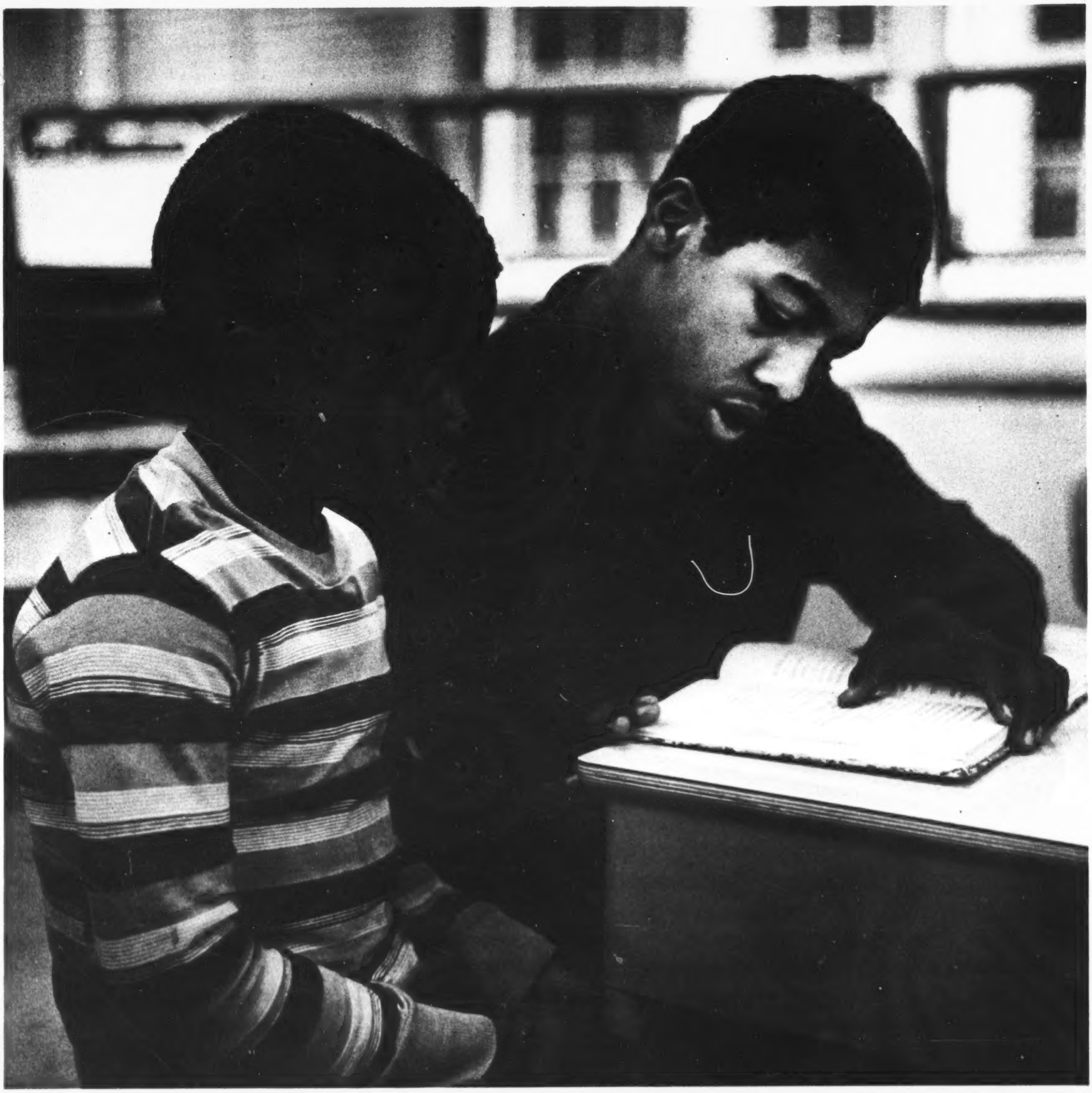
The following situations can be acted out several times each by different kids. Discussion should bring out ideas for tutoring, insight as to which methods are most effective, and sensitivity to various methods of accomplishing a tutoring goal.

1. It is the first day of the tutorial. It is a very hot day, and your tutee is late. You are getting discouraged. Finally, your tutee arrives. He is very shy. What do you do? What does he do?

2. Your tutee has been waiting for you for fifteen minutes. You are late. You rush in, find him upset because he has been waiting. What do you do? What does he do?

3. As you are trying to tutor your tutee on a difficult word list, you find him to be not paying much attention. He's chewing gum loudly, and making funny noises. What do you do? What does he do?

4. You and your tutee have just taken a walk around the block. You sit down on the stairs to rest. What do you do? What does he do?



Resource Chapter 5

TUTOR REMEDIATION

Since Tutor Remediation is time for the tutor to devote to his own interests and educational problems, it might well be an opportunity for him to work on a prescribed remedial plan devised by himself in consultation with his teachers and you. Perhaps he can work through a programmed math workbook or a reading program based on individualized instruction.

Some Tutor Remediation activities (discussion, creative writing, individualized reading, and a few other miscellaneous ideas) follow:

Discussions

As one administrator remarked, "The most effective methods of 'tutor remediation' we found were discussions, research, and writing on current and relevant topics; e.g., black power, soul, police brutality, riots, etc. Properly conducted, such exercises have obvious incidental benefits. And the interest they arouse among tutors is exceptional."

Leading a successful discussion requires a subtle kind of skill. First of all, you must be able to select relevant topics to talk about. The summer tutors in Newark 1967 spent much time debating the value and causes of the riot that occurred during their program. Their discussions were lively because they were about an issue that affected every tutor. As leader, you must be able to keep the discussion moving, to ask key questions without taking over the discussion, to participate without lecturing, and if one tutor dominates the discussion, to cut him off tactfully and draw out others. If the discussion lags, you will have to formulate a provocative question to get things moving again. If the discussion begins to ramble into irrelevancies, you as leader will have to redirect it. Leading a discussion requires extreme sensitivity on your part - knowing when to interject, when to give relevant information, when to keep still and let things move on their own. Above all, leading an effective discussion demands that you listen carefully to all that is being said.

After the tutors have analyzed a topic through discussion, they might prepare a paper which takes a stand on the issue and further clarifies their thoughts. You will want to have good reference material and controversial articles from a variety of magazines handy for them to use. Perhaps you will even want to set up a formal debate in which two sides are assigned opposing stands on an issue. Try to pick topics which stimulate opinons on both sides.

Creative writing

Another good way to use the tutor remediation session is to stimulate and encourage your tutors to write. Whether it's an essay, a newspaper article, or an original story or play, writing will help your tutors clarify their thoughts, exercise their imaginations, and improve their language skills. Just as the tutees need to be stimulated and helped to express what is inside, so the tutor needs appropriate inspiration. Often it's not enough to say "Write a story." Your tutors may need a little push to help them decide what to write about. Designed to provide this "little push" are the following creative writing assignments. Perhaps, once they discover the excitement of written expression, some tutors will want to put out a tutors' literary journal.

Creative writing assignments for tutors:

1. Write two or more paragraphs on one of the following topics. Note that some lend themselves to art work, others to interviews.

    If I had a million dollars, I would...

    Right now I would like to be in...

    My dream home

    Professional sports

    A typical meal at home

    The value of clothes (or ice cream or soul music or little brothers or whatever)

    My secret ambition

    Teachers as I see them

    The truth about...

    A well-known person in the environs - the corner cop, the owner of the pizza parlor, etc.

    Various types of friends (enemies)

    The pros and cons of this program (of this city, of me, of my tutee)

    Definition of a good party

    Hairstyles

Pet peeves

The scariest (funniest, worst) thing that ever happened to me

A typical day in my life

Unusual uses for cardboard cartons (old light bulbs, Christmas tree ornaments, old nylon stockings, etc.)

If given a Magic Marker, a can of spaghetti, a rose bud and a box of paper clips, and then told that you can only keep three of the four items, which would you give back? Why?

2. Finish the following sentences:

Scrambled eggs feel like...

The flash of a flashbulb looks like...

A car without a muffler sounds like...

A police siren sounds like...

A wet sidewalk feels like...

The skin on the back of my hand looks like...

(The tutors will be able to write sentence beginnings for each other.)

3. Solve the following problems in a written essay. (These topics are also good for discussion and debating.)

   a. An ocean liner collided with an iceberg in a ferocious storm on the North Atlantic. As the ship sank, seaman Holmes, the first mate, seven other seamen, and 32 passengers jumped into a leaky lifeboat designed to handle only half that number of people. As rain fell and wind churned the sea, the lifeboat began to sink and waves began to splash over the bow. To relieve the boat of some weight, the first mate ordered some men over the side, but they refused. Holmes helped the mate push the men overboard. In all, fourteen men perished at sea, and two women voluntarily followed their brother to his death. The lifeboat stayed afloat and was rescued the next day. Later Holmes was charged with manslaughter (the first mate had disappeared). At the trial the prosecuting attorney recognized that no specific law covered this situation, but he asserted that Holmes should have chosen the victims by casting lots. Should Holmes have been convicted of manslaughter? What law would you make to cover situations like these?

b. When Jill, a new student, enrolled in the 11th grade, a series of speculations circulated among the boys. She was attractive, had a beautiful figure and walked as if she were proud of her "natural possessions." Dozens of boys asked her out, and during the first few weeks she accepted several dates. But within a month, Jill was receiving no more requests for dates. Other girls told Jill that she was too much of a prude with the boys and that to be popular with them, she should be more cooperative. Jill said she just hadn't found a boy she liked well enough. What should Jill do?

c. Helen, a white girl, goes to a big city high school, and is beginning to date. Her father took her aside one day and said something like this: "You know, dear, you're very attractive and will be meeting lots of boys - from all religions, races, nationalities. I don't want to tell you how to run your life, but from my experience, I notice that certain combinations of people just don't mix very well - or when they try to mix, it presents lots of problems that could have been avoided. To put it rather bluntly, if I were you, I wouldn't date Negroes, Puerto Ricans, Italians, or Jews. It's not that I dislike these people - they're just as good as anyone. But our background is so different from theirs that it might present problems for you and your family; also the boy and his family. You can avoid trouble by associating with your kind." Did Helen's father give her good advice?

d. As Pete went through Boy Scouts, he did very well, especially in first aid competition where he won several awards. He and Mike decided to hitchhike home one night, even though they knew it was against the law. They took a ride with a middle-aged driver who had liquor on his breath. At one point, the driver, going about 40, headed into a sharp curve, crashed into a phone pole and finally the car came to a stop in a ditch. Pete and Mike were okay, for they saw the accident coming and braced themselves for the crash. They noticed the driver slumped over the wheel, unconscious and bleeding from the forehead. Mike said, "Let's get out of here, Pete. I don't want to get mixed up in this." Pete suggested that he first give the driver first aid. Mike replied, "You're crazy, man. If you do something wrong, and the man dies, we could get into a lot of trouble. Just leave him there. Another car will come along and report the accident. Kids get into trouble just by hitchhiking - and this guy's been drinking, too. They might think we'd been drinking. Let's beat it." What should the boys have done?

e. When Dave entered high school, he noticed that many of his friends and classmates began to smoke and drink - on the sly. Dave didn't see any value in taking up these habits just because other kids were. Besides, his father had promised

Dave use of the family car as long as he abstained from smoking and drinking. However, he was beginning to notice a definite decline in his popularity with the familiar "gang" or group that he went with. He received lots of clues that most of the kids considered him "square." He wasn't invited to many of the parties and get-togethers. He began to feel lost and lonesome without his former friends, and he knew that cigarettes and beer could bring him back into the circle. What should Dave do?

Individualized reading

Encourage your tutors to read everything and anything that excites them. Perhaps you can suggest specific books to them after you become better acquainted with their interests. Have as many books as possible available. Resource Chapter 7 includes an excellent bibliography of books which particularly appeal to teenagers. (See especially "Hooked on Books.") Perhaps you will want to set up a book-reading contest with an attractive wall-chart to which tutors can attach their book reports and see their progress.

Preparing book reports can be another way to utilize the remediation session. Perhaps some of your tutors will want to give oral book reports and record them on the tape recorder to play back later. Encourage your tutors to be concise, to avoid long plot descriptions of the books that they read, and to concentrate on analyzing the books (why they found them interesting or dull, etc.).

Your tutors may want to work systematically on their own language skills. Often the act of tutoring enables them to discern their own deficiencies. You and these tutors should consult with their teachers for materials that allow the tutors to work at their own speed and to see their progress. The Way It Is, referred to in Chapter 7, lends itself particularly to such an approach.

Miscellaneous ideas

a. Newspaper - Have your tutors write and put out a tutorial newspaper or literary journal. Included in the newspaper might be these two columns:

   (1) Dear Abby - a "newspaper column" in which people's tutoring problems are printed with corresponding advice from "Abby."

   (2) Hints from "Heloise, the tutor" - a booklet which can be compiled and given to each tutor.

b. Interview members of the community about controversial topics (war, Black Power, etc.). Use tape recorder. Compile your findings and put them in your own newspaper.

Resource Chapter 6

TESTING AND EVALUATION

As discussed on page 12 in the Introduction, tests and evaluation devices can serve four purposes.

The first purpose, that of measuring reading and other skills, can be done to some extent by commercially prepared tests. Contact the reading and testing specialists in your area for names of tests that work best with the people in your area.

The other three purposes can be implemented with data which you can collect throughout the program. Some kinds of data you might consider are:

Objective information

1. Language skills test scores for tutors and tutees taken at the end of the program. How do they compare with scores taken at the beginning?
2. Writing samples of tutors and tutees taken at the end of the program. How do they compare with those taken at the beginning?
3. Type and amount of work done by each tutor (in remedial periods) and tutee. How do these facts compare with the amount of improvement shown by tutors and tutees?
4. Number of tutor dropouts from program. When? Why?
5. Number of tutee dropouts from program. When? Why?
6. Number of absences, tutor and tutee. Did the number increase or decrease as the program progressed? Why?
7. Number of latenesses, tutor and tutee. Did the number increase or decrease as the program progressed? Why?
8. Number and names of books and other literature read by each tutor.
9. List of effective, new materials developed by tutors. Is there a correlation between the most successful tutees and the new materials developed by the tutors?
10. Correlation between tutor reading improvement and academic performance in school after the program. Same for tutee.

Subjective information

Questions 1-5 pertain to tutors' feelings.

1. Descriptions by tutors of their tutee's gains and failures, in both language skills and in the development of self-confidence.

2. Descriptions by the tutors of the strengths and weaknesses of the commercially available materials they used in tutoring (list each material and comment on each). Descriptions by the tutors of the strengths and weaknesses of the learning materials that they themselves created.

3. Descriptions by tutors of their own progress and failures, both in language skills and in the development of self-confidence.

4. Descriptions by the tutors of their most effective and least effective tutoring methods. (List each method used and comment.)

5. Descriptions by the tutors of the strengths and weaknesses of the program supervisor. (Should be anonymous.)

Questions 6-8 pertain to the tutees' feelings.

6. Descriptions by the tutees of their own improvement, both in language skills and in self-confidence.

7. Descriptions by the tutees of the strengths and weaknesses of their tutors' teaching methods. (List each method and comment.)

8. Descriptions by the tutees of the materials, both tutor-made and commercial, that they most and least preferred working with.

Questions 9-10 pertain to the supervisor's feelings.

9. Description by the supervisor of the most and least effective tutors. Reasons why.

10. Description by the supervisor of the strengths and weaknesses of his supervision. Reasons why.

Question 11 pertains to the school teachers of the tutors and tutees.

11. Description by school teachers of the changes in skills and attitudes of tutors and tutees that are in their classes.

A final evaluation report of the program

Should you prepare a final, overall evaluation report of your program, you'll find that many people will be interested in it. Send it, or at least parts of it, to tutors and tutees, parents and teachers. Send copies to schools, churches, and youth organizations. Other people to whom you might send a written description of the program are appropriate high school officials; reporters from local newspapers, educational magazines and TV stations; the school system's public relations man, if there is one. Follow up with phone calls to see if you have sparked interest. Send copies to other tutorial projects, to the local Economic Opportunities office, and to the National Commission on Resources for Youth.

If you do not write a final report of your program, please note the form below. An informal questionnaire prepared by NCRY, it serves to let the Commission know more about your tutorial program. Please send us your answers to the following questions as soon as possible after the end of each summer or winter project.

1. Describe the nature of your program: daily operations, number of participants, location, relationship to school system, funding, etc.
2. Describe the kinds of parent and community involvement.
3. What were your recruitment procedures? Would you change them another year? If so, how?
4. Describe the progress of the tutors and tutees in your program.
5. What were the strong points of your program? Weak points?
6. To what extent was this manual helpful, not helpful?

Send to: National Commission on Resources for Youth, Inc.
36 West 44th Street
New York, New York 10036

Resource Chapter 7

COMMERCIAL MATERIALS

Art Materials

several kinds of paper (manila, lined, colored construction paper; large rolls of brown wrapping paper for bulletin boards and murals; poster paper if available)

cardboard boxes and cardboard shirt backings from laundry (both are good for homemade games)

pencils (colored and black); ballpoint pens; colored magic markers (kids love to draw with them, but they are expensive)

pencil sharpeners (probably available in schoolrooms)

chalk (colored and white); crayons or craypas

poster paint or water color boxes; paintbrushes

paperclips; staples and staplers

rubber cement, glue, transparent tape, masking tape (good for bulletin board displays)

notebooks - plain and prefabricated (some programs have provided each tutor with a prefabricated journal in which daily lesson plans and diaries can be kept. Plain notebooks serve just as well.)

rulers

paper fasteners (round)

any odds and ends you might have at home: magazines to cut up, bits of cloth to brighten up pictures and bulletin boards, paper bags, socks, mittens, bits of yarn, beads and buttons for puppets, old newspapers to paint on and stuff puppet heads, egg cartons for games, paper straws, etc.

props for dramatic play (old hats, clothes)

string and yarn

Reference Books to be Used by Teachers, Aides, and Tutors

Primer for Perception, by Beatrice F. Goldszer (Action-Housing, #2 Gateway Center, Pittsburgh, Pa.)

A tutor's manual "aimed directly at reaching out to the child who has been experiencing reading, writing and perhaps speech difficulties" and "designed to stimulate children's hearing, seeing, speaking and writing skills, and thus prepare them to feel more confident and ready to learn in the classroom." The manual includes many specific, practical suggestions for relating language skill teaching to children's interests, such as going fishing, favorite television programs, comic books and pets.

This would be a good manual to have on hand at the beginning of the program. The games and exercises are very specific, each for the tutor to set up, and very appealing. $5.00 per copy.

Spice: Suggested Activities to Motivate the Teaching of Language Arts, by Mary E. Platts, Sr. Rose Marguerite, and Esther Shumaker (Educational Service, Inc., Benton Harbor, Michigan)

An especially valuable collection of games and activities which, in the authors' words, is "as its name implies, intended to add new zest and flavor to the language arts program." Games developed by tutors in the past programs have reflected many suggestions culled from this manual, which includes unusually clear instructions and drawings that describe exactly how to make and use teaching materials. Essential to have on hand at beginning of program for tutors to use. $5.00 per copy.

Listening Aids Through the Grades, by David H. Russell and Elizabeth F. Russell (Teachers College Press, Teachers College, Columbia University, New York)

This manual includes a wide variety of games and activities to sharpen children's skills in listening to and comprehending spoken language. Since many children with learning difficulties tend to "tune out" during oral classroom activities, this collection of suggestions would seem especially valuable. However, this is not as simply written and clearly organized as the above books. You as supervisor might have to help your tutors to use it as reference material. $1.43 per copy.

Reading Aids Through the Grades, by David H. Russell and Etta F. Karp (same publisher as above)

Like its companion volume, Listening Aids, this manual is a practical collection of games and activities to teach reading skills to children throughout the elementary grades. It includes many suggestions for games the tutors can make

Reference Books (cont.)

themselves, many illustrated by clear drawings. It costs $1.19 per copy.

How To Teach Reading, by Morton Botel (Follett Publishing Co., 1010 West Washington Boulevard, Chicago, Illinois 60607)

Compared with many textbooks on the teaching of reading, this paperback textbook seems brief, clear and not excessively technical. Probably it would be best used as a reference book for those who may plan pre-service and in-service tutorial training, and as a textbook for advanced tutors and aides who have already had some direct experience in teaching children to read. A chapter on "Teaching Comprehension and Interpretation" may be especially helpful. Some of the recommendations for "Teaching Word Attack" seem rather didactic on matters on which there is considerable difference of opinion among the experts. If presented "cold" to inexperienced tutors, it might influence them to overly formalize the sequence of lesson planning before they gain the judgment to adapt the book's recommendations to the needs and interests of their tutees. $2.00 per copy.

Phonics in Proper Perspective, by Arthur W. Heilman (Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, Ohio)

Very technical. Would be valuable to a professional supervisor but seems too detailed for use by inexperience tutors or aides. $1.95 per copy.

Cross-Age Helping Program Materials, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, P.O. Box 1248, Ann Arbor, Michigan 48106

The Cross-Age Helping Program, which is similar in many ways to Youth Serving Youth, disseminates a package of materials that includes: 1) information to orient administrators and teachers, suggestions for starting a program, and a documentary filmstrip of the program in action; 2) training materials for the staff; and 3) materials for ten skill training sessions (including tapes). The price of the total package, which includes approximately 175 pages of materials, the filmstrip and the tapes, is $30.00.

A Layman's Guide to Negro History, by Erwin A. Salk, Quadrangle Books, 180 Norton Wacker Drive, Chicago, Illinois 60606)

A comprehensive bibliography of books and teaching aids, plus listings of major events and personalities in the U.S.A. This books will be a handy reference for you. $1.95 per copy.

√

Commercially Prepared Games

The following commercially prepared games have been used in other tutorials with some success. It is important that the tutor does not become too dependent upon these games. While tutors will find them to be useful fillers, they should be encouraged to make as many materials themselves as possible since devising a game will be more of a learning experience than simply using one that is already available.

Dolch Games and Teaching Aids (Garrard Publishers, 1607 N. Market Street, Champaign, Illinois 61820).

These games seem to have a clear learning purpose, a simple format and directions which most tutors can read and follow independently. A large variety of games are manufactured by this company, among which are the following:

Popper Words, Sets 1 and 2 are flash cards printed with words most frequently used in first and second grade reading books. They provide a convenient way for tutors to check on which words their tutees need to learn and to give practice on these words. $1.00 per set.

Group Word Teaching Game. This game is played like bingo and gives children practice in recognizing the 220 "sight words" included on the Popper cards. For second grade children and up. $1.98.

Take. A phonics game for third grade and up, in which players take tricks by matching the sounds of words. $1.50.

Group Sounding Game. Another bingo-type game, designed to help children from third to eighth grades sound out new words.

Read and Say Verb Game. This game received especially favorable comments in Newark, where it was played by both tutors and tutees. Its purpose is to give practice in correct reading and speech. $1.50.

Edu-Cards Manufacturing Corporation, 60 Austin Boulevard, Commack, New York 11725.

ABC Lotto. This game has colorful, amusing pictures to be matched with identical pictures, letters or words. It can be played and enjoyed by children who are not yet reading, or used to teach the letters of the alphabet, how they sound, or number concepts . Easy to understand and usable in different ways for the youngest tutees. $7.50 per dozen.

Go-Together Lotto. A picture game, without words, which involves making connections: a fireman to be matched with a firetruck, a batter with a baseball diamond, an umbrella with a rainy day scene, etc. It can be effectively used with children who are learning English as a second language and also with very young children. $7.50 per dozen.

See-Quees (The Judy Company, 310 North Second Street, Minneapolis, Minnesota 55401)

Puzzles to help young children develop skills in remembering the sequence of a story. Puzzle pieces are all of the same size and shape, so that putting the puzzle together depends on the ability to remember the order of events in the story. No reading knowledge is required, but some of the more advanced puzzles use number clues. "Series 6" is for the youngest children and involves short sequences (six episodes) depicting natural events (a plant growing, milk production from the cow to the child who drinks it, etc.). "Series 12" presents familiar children's stories (Gingerbread Boy, Jack and the Beanstalk) and experiences (buying a birthday present, going to the zoo) in twelve episodes.

Observation would indicate that one difficulty with some of these puzzles may be that they are by no means as easy as they look, and there are no "answer sheets" to guide the tutors in deciding whether tutees have put the puzzles together correctly. Perhaps it would be useful and enjoyable in future programs for tutors to draw a model of the puzzle as it should be on the outside of each box. This might help to assure that the children who use it next will start out with a story in meaningful sequence, and might give tutors more confidence in using the puzzles. About $1.50 per series.

Concept Picture Puzzles and Charts (Harcourt Brace & World, Inc., 757 Third Avenue, New York, New York)

This excellent program contains six colorful jigsaw puzzles depicting the family, the school and the larger community (urban). The pictures are realistic photographs which easily lead into story-telling. The Teacher's Manual accompanying the puzzles contains stories and suggestions for learning activities. Young tutees will especially take to these puzzles. $34.50 for entire set.

Commercial Workbooks

Tutors should not become too dependent upon commercial workbooks. In schools they are often used without meaning to keep children quiet. Hopefully tutors can provide more constructive tasks. If workbooks are used, they should be made available to every tutee to write in, as it seems a poor use of time for tutors to copy exercises onto notebook paper. Another possibility would be to have on hand workbooks that accompany a good basic reading series. These might be used to show tutors how drill materials can be used in relationship to books and stories.

Reading-Thinking Series (Continental Press, Elizabethtown, Pennsylvania 17022)

Worksheets to give varied practice in language skills. Sold as stencils which can be duplicated on rexograph or ditto machines. Good because one set of stencils can produce 100 copies of extremely varied drill materials, and tutors can be guided to use the single sheets which are most appropriate for individual tutees.

Instructor Basic Phonics (F. A. Owen Publishing Co., Dansville, New York 14437)

Drill cards, some with pictures. Five sets available; teachers have requested "Single Consonant Sounds" and "Initial Consonant Blends" in past programs.

Reading Materials for Tutees - Pre-Primer through Third Grade

Readers

Bank Street Readers (MacMillan Co., 866 Third Avenue, New York, New York 10022)

An urban-oriented, multi-cultural series. Pre-primer through third grade reading level. Colored illustrations. Workbooks and teachers' guides available. $.75 - $1.25 per copy.

City School Reading Program (Follett Publishing Co., 1010 West Washington Blvd., Chicago, Illinois 60607)

An integrated series developed in Detroit. Colored illustrations. Pre-primer through second grade. Prices range from 39¢ to 72¢.

Miami Linguistic Readers (D.C. Heath & Co., 285 Columbus Avenue, Boston, Massachusetts 02116)

A series of paperback booklets with cartoon-type black and white illustrations, designed to provide a two-year beginning reading program. Workbooks and audio materials available. $.40 - $.60 per copy.

Skyline Readers (Webster Division, McGraw-Hill Book Co., 330 West 42nd Street, New York, New York 10036)

An integrated series (first through third grade) that includes realistic stories about minority group children in urban situations. Black and white illustrations. $1.80 each.

Language Experience Readers (Chandler Publishing Co., 604 Mission Street, San Francisco, California 94105)

An integrated series (pre-primer through first grade) illustrated with photographs of children in urban settings such as streets, supermarkets, playgrounds and zoos. Films, photographs and worksheets available. Pictures to read - $7.50 per set; Language Experience Readers - $.44 for book, $1.00 for Teacher's Guide.

Supplementary Reading Series

"Beginning-to-Read Books (Follett Publishing Co., 1010 Washington Blvd., Chicago, Illinois 60607)

Short, brightly illustrated hardcover books on first to third grade reading level. No minority group children are pictured.

Since this is a large series, including 43 different books, it may be helpful for those who wish to try out only a small number of these books to order the following titles which have been singled out for especially positive comment:

Benny and the Bear
The Hole in the Hill
In John's Backyard
Linda's Airmail Letter
The Little Red Hen
Mabel the Whale
My Own Little House
One Day Everything Went Wrong
Peter's Policeman
Shoes for Angela
Something New at the Zoo
The Splendid Belt of Mr. Big
A Uniform for Harry
The Wee Little Man

These books cost $1.32 - $1.89 per copy.

"I Can Read" Books (Harper & Row Publishers, 49 East 33rd Street, New York, New York 10016)

Another attractice series for beginning readers (publishers do not specify grade level). Some are integrated. Titles include humor ("Stop, Stop" and "Hurry, Hurry"); sports ("Here Comes the Strikeout" and "Kick, Pass and Run"); mystery ("Case of the Cat's Meow" and "Case of the Hungry Stranger"); and others. $1.95 per copy.

Reading Materials for Tutees, cont.

"Sailor Jack" Series (Benefic Press, 1900 Narragansett, Chicago, Illinois 60639)

This series has the advantage of including adventure stories of interest to children through sixth grade, at a reading level which ranges from pre-primer to third grade. Other series of the same kind are published by Benefic Press: for example, "Cowboy Sam."

Sullivan Storybooks (Webster Division, McGraw-Hill Book Co., 330 West 42nd Street, New York, New York 10036)

Colorful stories and illustrations, some integrated. $1.88.

Urban Social Studies Series (Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, New York 10017)

Stories about children and families in the city; integrated. Kindergarten to third grade level. Illustrated by photographs. About $2 to $3 each.

Paperback Books (Scholastic Book Services, 50 West 44th Street, New York, New York 10036). Inexpensive.

Kindergarten to First Grade Reading Level:

Did You Ever See?
Is This You?
Kenny's Monkey
Little Fish that Got Away
One, Two, Three, Going to Sea
Story about Ping
Where is Everybody?

Second Grade Reading Level:

Barney's Adventure
Clifford, the Big Red Dog
Clifford's Hallowe'en
The Cowboy
Flip
I Know an Old Lady
Lucky Book of Riddles
Lucky Sew-it-Yourself Book
Waggles and the Dog Catcher
What Does it Look Like?

Third Grade Reading Level:

Caps for Sale
Curious George
The Five Chinese Brothers
I Can't Said the Ant
Let's Find Out about the Moon
Look Out, Mrs. Doodlepunk
Madeline
Nothing to Do
Runaway Slave, the Story of Harriet Tubman
The Secret Place and Other Poems
Story of Ben Franklin

Bibliographies of Books for Tutees

The Negro in Schoolroom Literature, by Minnie W. Koblitz

Probably the best and most comprehensive bibliography of picture books, readers, textbooks, fiction and non-fiction for minority students in grades kindergarten through sixth grade. It is 67 pages long and costs only $.25. Write to: Center for Urban Education, 33 West 42nd Street, New York, New York 10036.

Integrated School Books.

An excellent descriptive bibliography of 399 pre-school and elementary school texts and story books prepared by the NAACP Education Department in 1967. Write to NAACP, Special Contribution Fund, 20 West 40th Street, New York, New York 10018.

A Handbook for Teaching in the Ghetto School, by Sidney Trubowitz.

Contains an excellent book list for children in the appendix, up to date. $4.95. Find this book in your bookstore, or write to Quadrangle Books, Inc., 12 East Delaware Place, Chicago, Illinois.

Books for Intermediate Readers

These books on an intermediate reading level (fourth to sixth grade) can be used and enjoyed by both tutors and older tutees:

"First Books" Series (Franklin Watts, Inc., 575 Lexington Avenue, New York, New York 10022)

An informative series, with many photographs and illustrations. Particularly popular have been *The First Book of American Negroes* and *The First Book of Africa*. $2.95 each.

Scholastic Book Services, 50 West 44th Street, New York, New York 10036

The following paperback books at fourth to sixth grade level are most popular (numbers in parentheses show approximate reading grade levels). About 45¢ each.

Abe Lincoln Gets His Chance
Aesop's Fables
Alice in Wonderland
Arrow Book of Answers
Arrow Book of Easy Cooking (4)
Arrow Book of Jokes & Riddles
Arrow Book of Nurses (4)
Arrow Book of Presidents
Barrel of Chuckles
Call Me Bronko (4)
Codes and Secret Writing (5)
Dot for Short (4)
Enemies of the Secret Hideout (4)
First Days of the World (5)
Ghosts Who Went to School (4)
The Great Whales (4)
Grimm's Fairy Tales (5)
Heidi (5)
Helen Keller's Teacher (5)
Hillbilly Pitcher (5)
How to Care for Your Dog (4) (the kids with pets enjoyed this one)
Janitor's Girl (5) (very good reading)
Little Women (6)
Mary Jane (6)
The Middle Sister (5)
No Children, No Pets (4)
Pick-A-Riddle (4)
Secret in the Barrel (4)
Sunken City (5)
Tom Sawyer, Detective (6)
Trouble After School (5)
27 Cats Next Door (4)
Wizard of Oz (5)
Young Olympic Champions (6)

Spectrum of Books, Set A (MacMillan Company, 866 Third Avenue, New York, New York 10022)

A set of 18 different booklets to help teach reading skills - six booklets of increasing difficulty in each of three skill areas: "Reading Comprehension," "Word Analysis," and "Vocabulary Development." Answers to exercises are given in the margin of each page so that children can check their own answers immediately and proceed at their own pace. "Placement Tests" in each of these skill areas can be used to start each child at his own level, but these are stated in terms of the color of the booklets rather than as a school grade reading level. $43.50.

Books for Tutors

Call them Heroes (Silver-Burdett Co., Park Avenue and Columbia Road, Morristown, New Jersey 07960)

A series of five booklets, illustrated by photographs, of contemporary minority group members who have overcome obstacles to succeed. 36¢ each net.

New Practice Readers (Webster Division, McGraw-Hill Book Co., 330 West 42nd Street, New York, New York 10036)

Workbooks on reading comprehension and vocabulary building. Single exercises are brief and can be completed in ten or fifteen minutes: progress can be charted from day to day. Available at reading levels through eighth grade. Teachers' answer booklets are provided, but there are no answers in student workbooks. May be useful for tutors and advanced tutees for whom "Spectrum of Skills" does not offer sufficient challenge, or where there is a preference for workbooks without answers. $1.32 per copy (Teachers' manual is $.36).

Productive Thinking Program (Educational Innovations, Inc., Box 9248, Berkeley, California 94719)

For upper intermediate and junior high readers, a series of 16 booklets which proved outstanding in their ability to catch and hold the interest of teenagers. They involve the reader in an attempt to solve a series of mysteries, and they require increasingly complex skills in comprehension, inference and independent thinking. Ten or more sets cost $4.95 per set.

Turner-Livingston Reading Series (Follett Publishing Co., 1010 West Washington Blvd., Chicago, Illinois 60607)

Reading workbooks built around teenage interests; for example, the twelve titles include "The Money You Spend," "The Job You Get," "The Person You Are," "The Television You Watch." 6 books - 90¢ each; teacher's guide 87¢.

Books for Tutors (cont.)

Zenith Books on Negro History (Doubleday and Co., Inc., 511 Franklin Avenue, Garden City, New York 11530)

A paperback series from which we have seen three titles used:

Pioneers and Patriots (The lives of six Negroes during the time of American Revolution.)

Worth Fighting For (A history of the Negro in the United States during the Civil War and Reconstruction.

Time of Trial, Time of Hope (The Negro in the United States during the Civil War and Reconstruction.)

These books are $1.45 per copy.

Springboards (Portal Press, 605 Third Avenue, New York, New York 10016)

A series of excellent four-page pamphlets, high-interest, low-vocabulary for slow readers; available by subject matter in boxed programs for grades 8 to 12. The fiction program contains 20 copies of 17 titles with teacher's guide and costs $48.00. Many other good programs are available.

The Way It Is, by Herbert Balish and Irene Patai.

An entire program of exciting reading materials and teacher guides for use with eighth to tenth grade inner-city school students. The basis of the program is a series of 10 paperback books containing short stories and poetry by such contemporary writers as Claude Brown, Dick Gregory and Ray Bradbury. The Way It Is could provide the materials used by those tutors who want to work systematically on their reading skills. All tutors will probably enjoy the stories. Write to Xerox Corporation, 600 Madison Avenue, New York, New York 10022. Entire set $97.50

Bibliographies of Books for Tutors

Hooked on Books, by Daniel N. Fader and Morton H. Shaevits

Describes a complete and fascinating program for turning teenagers on to books. At the end of the 244 page paperback is a list of 1000 books that are most popular with teenagers. We strongly recommend that you use this booklist when you order paperbacks for tutors. $.75. Look for this book in your bookstores, or write to Berkeley Publishing Corporation, 200 Madison Avenue, New York, New York 10016. Ask for the 1968 edition.

High Interest-Easy Reading for Junior and Senior High School Reluctant Readers, edited by Raymond C. Emery and Margaret B. Houshower.

Can be obtained by writing to the National Council of Teachers of English, Champaign, Illinois.

Favorite Books of Disadvantaged Youth, by Miriam Braverman.

Lists 78 books that are popular. Write to the Tutorial Assistance Center, 2115 S Street, N.W., Washington, D.C. 20008.

A Bibliography of Books and Materials on Negro Life Compiled Especially for Secondary School Students, compiled by the Washington Urban League, Washington, D.C.

Classifies books in sections relating to the Negro in American society, Negro history, poetry, music, art, folklore, and Africa. The last section, "Especially for Young People," may be useful for upper level tutees.

School Paperback Journal, put out monthly by School Paperback Institute, Inc., 124 East 40th Street, New York, N.Y. 10016.

This periodical contains up-to-date information and ideas about new paperbacks for high school students. Subscription is $3.00 per year.